

# FINLEY ROAD ELEMENTARY

1089 Finley Road  
Rock Hill, South Carolina 29730

<b>GRADES</b>	K-5 Elementary School	
<b>ENROLLMENT</b>	424 Students	
<b>PRINCIPAL</b>	Larry Doggett	803-981-1280
<b>SUPERINTENDENT</b>	Dr. Randy Bridges	803-981-1000
<b>BOARD CHAIR</b>	Kathy Pender	803-980-5512

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

**ABSOLUTE RATING:** **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
28	32	2	0	0

**IMPROVEMENT RATING:** **UNSATISFACTORY**

**ADEQUATE YEARLY PROGRESS:** **YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

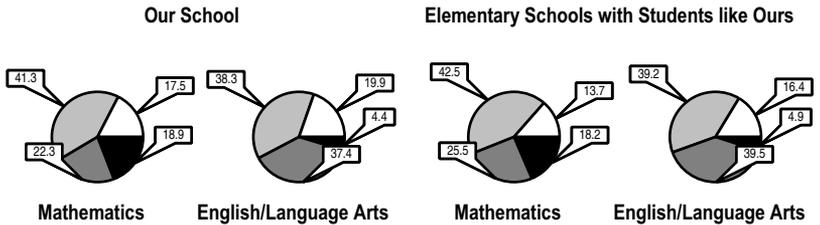
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**



**Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	33	72	0
Percent satisfied with learning environment	78.1%	84.7%	N/R
Percent satisfied with social and physical environment	87.5%	82.6%	N/R
Percent satisfied with home-school relations	87.5%	88.7%	N/R

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	218	100.0	19.9	38.3	37.4	4.4	41.7	17.6
<b>Gender</b>								
Male	108	100.0	22.2	41.4	32.3	4.0	36.4	17.6
Female	110	100.0	17.8	35.5	42.1	4.7	46.7	17.6
<b>Racial/Ethnic Group</b>								
White	141	100.0	14.1	35.6	44.4	5.9	50.4	17.6
African-American	71	100.0	32.3	44.6	23.1	N/A	23.1	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	195	100.0	16.2	36.9	41.9	5.0	46.9	17.6
Disabled	23	100.0	44.4	48.1	7.4	N/A	7.4	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	218	100.0	19.9	38.3	37.4	4.4	41.7	17.6
<b>English Proficiency</b>								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	216	100.0	17.9	37.9	39.5	4.6	44.1	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	72	100.0	36.9	47.7	15.4	N/A	15.4	17.6
Full-pay meals	146	100.0	12.1	34.0	47.5	6.4	53.9	17.6

<b>Mathematics</b>								
All students	218	100.0	17.5	41.3	22.3	18.9	41.3	15.5
<b>Gender</b>								
Male	108	100.0	15.2	40.4	23.2	21.2	44.4	15.5
Female	110	100.0	19.6	42.1	21.5	16.8	38.3	15.5
<b>Racial/Ethnic Group</b>								
White	141	100.0	14.8	34.1	27.4	23.7	51.1	15.5
African-American	71	100.0	24.6	53.8	10.8	10.8	21.5	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	195	100.0	12.3	41.3	25.1	21.2	46.4	15.5
Disabled	23	100.0	51.9	40.7	3.7	3.7	7.4	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	218	100.0	17.5	41.3	22.3	18.9	41.3	15.5
<b>English Proficiency</b>								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	216	100.0	15.9	40.5	23.6	20.0	43.6	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	72	100.0	27.7	55.4	6.2	10.8	16.9	15.5
Full-pay meals	146	100.0	12.8	34.8	29.8	22.7	52.5	15.5

**Abbreviations for Missing Data**

<b>N/A</b> Not Applicable	<b>N/C</b> Not Collected	<b>N/R</b> Not Reported	<b>I/S</b> Insufficient Sample
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**SCHOOL PROFILE**

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 424)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.9%	Down from 1.5%	1.9%	2.4%
Attendance rate	96.5%	Down from 96.9%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.8%	Down from 24.3%	24.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.4%	Up from 6.0%	7.0%	8.0%
Older than usual for grade	N/A	N/A	0.6%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

<b>Teachers (n= 32)</b>				
Teachers with advanced degrees	71.9%	Up from 63.9%	53.6%	50.0%
Continuing contract teachers	96.9%	Up from 86.1%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.9%	Down from 89.2%	88.9%	86.2%
Teacher attendance rate	N/R	N/R	96.0%	95.3%
Average teacher salary	\$46,149	Up 7.1%	\$41,570	\$39,909
Prof. development days/teacher	5.7 days	Down from 10.0 days	10.1 days	11.4 days

<b>School</b>				
Principal's years at school	1.0	Down from 4.0	4.5	4.0
Student-teacher ratio	17.2 to 1	Down from 19.8 to 1	20.1 to 1	18.9 to 1
Prime instructional time	N/R	N/R	91.0%	89.7%
Dollars spent per pupil*	\$5,031	Up 0.9%	\$5,373	\$5,892
Percent spent on teacher salaries*	75.4%	Up from 71.9%	68.4%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	90.4%	Down from 94.5%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample
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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Finley Road Elementary School has prepared this summary report of the school's accomplishments for the 2002-2003 school year and the priorities for the 2003-2004 school year. The following are some of your 2002-2003 accomplishments. Our twenty-five Finley Road partnerships contributed throughout the school to help support school projects and student and teacher achievements. Many volunteers provided tutoring weekly. We expanded the "literacy closet" containing high interest books for students to read at their independent reading level. Over \$5,000 worth of additional books were added to the closet. Overall, state PACT scores for Finley Road students were strong when compared to state performance. Use of the Accelerated Reader computer program provided an incentive for all students to improve their reading skills. We opened our 30-station computer lab for before and after school use. Teachers had conferences with 95% of parents, either face to face, by phone or by e-mail. We collaborated with PTO and volunteers in landscaping projects to help with the long-range school beautification plan. We expanded the after-school "Voyager" program, providing students with an extended-day learning environment. We established a common planning time so teachers could meet at grade level to plan for instructional improvement.

**Goals for 2003-2004**

Finley Road will continue a schoolwide emphasis on integrating writing throughout all subjects. The school is completing an application to be recognized as an Exemplary Writing School. The school will continue the emphasis of having a balanced literacy model consistent with the practices and strategies used by the South Carolina Reading Initiative. We will continue to expand the literacy closet and maintain a high level of parent involvement. We will continue to strive to improve teacher attendance and student attendance over the 2003-2004 school year.

Larry Doggett, Finley Road Elementary School Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.